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ABSTRACT

A survey was conducted to inform the community of the current concerns of area community colleges in the State of Illinois. The Guidelines for Two-Year College Learning Resources Programs were used as a basis for the questionnaire developed and administered. Findings include: (1) Provision is made for a Learning Resources program in the community colleges of respondents; (2) More than 30% of respondents felt that the responsibilities and functions of their learning resources programs were not clearly defined; and (3) Over 50% felt that the relationship of the learning resources program to the total academic program did not deeply involve the professional staff in all areas of academic planning. (Author/CK)

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# Illinois Junior Colleges

# Learning Resources Program Survey

by

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Individualized Learning Center
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Palos Hills, Illinois 60465

Spring, 1973

JC 730 172

PURPOSE

of

LEARNING RESOURCES PROGRAM SURVEY

Since I have been a member of the staff of the Learning Resources Center of Moraine Valley Community College for over four years, I am vitally interested in future developmental trends in community services for libraries/learning resource centers. Because my studies in the University Without Walls program of Chicago State University are directed toward library/learning resource center administration, I believe it important to be aware of the current concerns in this area of the community colleges in the state of Illinois in particular. The Guidelines For Two-Year College Learning Resources Programs developed jointly by the American Library Association (Association of College and Research Libraries), the American Association of Community and Junior Colleges, and the Association for Educational Communications and Technology in 1972 were the outgrowth of similar concerns. For this reason, I felt that these guidelines would be a sound basis for my questionnaire, and far more comprehensive than anything I might develop. The large number of responses to the questionnaire confirmed my judgment on this subject. Copies of the data generated by the questionnaire are being mailed to those individuals who indicated an interest in the results.

Margaret Nevins, Staff Assistant
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July 2, 1973

# SUMMARY REPORT

of

# LEARNING RESOURCES PROGRAM SURVEY

## Objectives and Purposes

It was almost unanimously agreed among those who replied to the questionnaire that provisiion is made for a Learning Resources program in their respective colleges.

Twenty-five percent of the respondents felt that the purposes and objectives of their Learning Resources programs were not defined.

Five percent who completed the questionnaire felt that the Learning Resources programs at their institution did not provide a variety of services as an integral part of the instructional process.

One-fifth of the respondents indicated that their Learning Resources programs did not cooperate in the development of area, regional and state networks, consortia or systems.

## Organization and Administration

More than thirty percent of those who participated in the survey felt that the responsibilities and function of their Learning Resources programs within the institutional structure and the status of the chief administrator and heads of Learning Resources Units are not clearly defined.

Over fifty percent of the individuals who replied felt that the relationship of their Learning Resources program to the total academic programs did not deeply involve the Learning Resources professional staff in all areas and levels of academic planning.

It was felt among fifty percent of the respondents that their advisory committees composed of faculty and students are essential for the evaluation and extension of services. Seven percent did not respond to this question.

Sixty-four percent of the participants indicated that their chief administrator is responsible for the administration of the Learning Resources program, which is carried out by means of established lines of authority, definition of responsibilities, and channels of communication through heads of Learning Resources Units as defined in writing.

More than eighty percent of those who replied agreed that internal administration of their Learning Resources program is based on staff participation in policy, procedural, and personnel decisions.

Almost one-fourth of the respondents indicated that budget planning and implementation of their Learning Resources program is not the responsibility of their chief administrator.

It was agreed by almost ninety percent of the participants that the accumulation of pertinent statistics and maintenance of adequate records is a management responsibility.

There was almost one hundred percent agreement that adequate management includes the preparation and dissemination of information to their administration, faculty, and students concerning activities, services and materials.

Slightly more than sixty percent of those who completed the questionnaire felt that, in their college, responsibilities for all learning resources and services are assigned to a central administration unit.

Budget

In almost forty percent of the replies, it was indicated that their Learning Resources program budget is not a function of program planning and is not designed to implement the realization of their institutional and instructional program objectives.

More than ninety percent of the respondents agreed that separate categories are maintained in the Learning Resources budget for salaries, student wages, purchase and rental of all types of materials and equipment, production of instructional materials, supplies and contractual services (including data processing services), repairs, replacement and new equipment, travel of staff to professional meetings, and other related items.

Instructional Systems Components

Over one-fifth of the participants indicated that their chief administrator of their Learning Resources program is not selected on the basis of acquired competencies which relate to the purpose of the program, educational achievement, administrative ability, community and scholarly interests, professional activities, and service orientation.

More than seventy-five percent of those individuals who responded agreed with the statement that the administrative (or supervisory) heads of their separate Learning Resources Units are selected on the basis of their expertise in and knowledge of the function and role of the particular Learning Resources Unit which they manage and to which they give leadership.

Almost sixty percent of the participants indicated that a well-qualified, experienced staff is not available in sufficient numbers and areas of specialization to carry out adequately the purposes and objectives of their Learning Resources program.

Over sixty percent of the respondents felt that planning of new or expanded facilities is accomplished with the participation and concurrence of their cheif administrator in all details and with wide involvement of users and staff.

More than one-half of those who replied indicated that the physical facilities devoted to their Learning Resources and their Learning Resources units are not planned to provide appropriate space to meet the institutional and instructional objectives and are not sufficient to accomodate the present operation as well as reflect long-range planning to provide for anticipated expansion, educational and technological change.

One-quarter of those who completed the questionnaire felt that the necessary instructional equipment is not available at the proper time and place to meet their institutional and instructional objectives.

Seventy percent agreed that materials are selected, acquired, designed, or produced on the basis of institutional and instructional objectives developed by their faculty, students, and administration in cooperation with Learning Resources.

Eighty-five percent indicated that representative works of high caliber which might arouse intellectual curiosity, counteract parochialism, help to develop critical thinking and cultural appreciation, or stimulate use of the resources for continuing education and personal development are included in their collection even though they do not presently meet direct curricular needs.

Almost eighty-five percent of the respondents felt that cooperative arrangements for sharing of resources are developed by their college with other institutions and agencies in the community, region, state and nation.

# CONCLUSIONS

of

# LEARNING RESOURCES PROGRAM SURVEY

It appears that one-fourth of the respondents are in Learning Resources programs where the purposes and objectives of their role is unclear. Purposes and objectives should be clearly defined if Learning Resources programs are to be effective.

Cooperation should be encouraged in those institutions where there is a lack in the development of area, regional and state networks, consortia or systems.

In the areas of organization and administration, there is a strong need for a clear definition of the responsibilities and function of Learning Resources programs within some institutions, with the status of the chief administrator and heads of Learning Resources Units more specifically outlined.

More than half of the colleges responding need to examine why they are not deeply involved in all areas and levels of academic planning where the relationship of their Learning Resources program to the total academic programs are concerned. Steps should be made to correct this situation in those institutions where it exists, if the Learning Resources programs are to be effective.

There appears to be a vital need in a large number of colleges for more involvement of the Learning Resources program budget in the area of program planning and in the implementation of institutional and instructional program objectives.

Many college presidents and vice-presidents need to reexamine their criteria used in the selection of the chief administrator of their Learning Resources programs. Lack of competency in this position may have direct influence on the effectiveness of the Learning Resources program in a particular institution.

It is clear that in over half of the institutions responding, the Learning Resources programs are hampered by the lack of qualified, experienced staff necessary to function adequately.

It is also evident that in over half of the colleges who participated in the survey, the physical facilities are inadequately planned and do not provide for future needs.

It is apparent that among the forty-seven Illinois public junior colleges surveyed, and the responses of the sixty-six individuals who completed the questionnaire, all with a common pattern of financial support, there is much to be done if their Learning Resources programs are to attain their potential and thus gain the most for their tax dollars. More and closer communication between the Illinois public junior colleges could achieve some positive results in this direction.

# MORAINE VALLEY COMMUNITY COLLEGE

10900 South 88th Avenue
PALOS HILLS, ILLINOIS
60465

Phone 974-4300
Area Code 312

June 4, 1973

Dr. Howard Johnson
Director Learning Resources Center
Rath Community College
York Road and Taylor Lane
Birr, Illinois 25743

Dear Dr. Johnson:

Enclosed is a report on the Learning Resources Program Survey which the writer conducted earlier this year among forty-seven Illinois public junior colleges. Seventy-two percent of the individuals contacted returned a completed questionnaire.

I hope that the information contained in this report may prove helpful to you in improving or expanding the Learning Resources programs at your particular institution.

Thank you for taking the time to participate and contribute to the survey.

Sincerely,

Margaret Nevins

Margaret Nevins, Secretary to
Asst. Dean Learning Resources Center

Encl.

# LEARNING RESOURCES PROGRAMS SURVEY

conducted Spring, 1973 by Margaret Nevins, ILC Staff Assistant, Moraine Valley Community College, 10900 S. 88th Ave., Palos Hills, Ill. in conjunction with Guidelines for Two-Year College Learning Resources Programs established by ALA, AACJC, and AECT among Illinois Jr. Colleges.

## Objectives and Purposes

1. Our College makes provision for a Learning Resources program.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 48 | 49 | 3 | 0 | 0 |

2. Our Learning Resources programs have a statement of defined purposes and objectives.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 31 | 44 | 22 | 3 | 0 |

3. Our Learning Resources programs provide a variety of services as an integral part of the instructional process.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 42 | 53 | 3 | 2 | 0 |

4. Our Learning Resources programs cooperate in the development of area, regional and state networks, consortia or systems.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 19 | 64 | 14 | 3 | 0 |

## Organization and Administration

5. The responsibilities and functions or our Learning Resources programs within the institutional structure and the status of the chief administrator and heads of Learning Resources Units are clearly defined.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 27 | 41 | 17 | 15 | 0 |

6. The relationship of our Learning Resources program to the total academic program deeply involves the Learning Resources professional staff in all areas and levels of academic planning.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 5 | 44 | 42 | 9 | 0 |

7. Our advisory committees composed of faculty and students are essential for the evaluation and extension of services.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 8 | 42 | 30 | 12 | 7 |

8. Our chief administrator is responsible for the administration of the Learning Resources program, which is carried out by means of established lines of authority, definition of responsibilities, and channels of communication through heads of Learning Resources Units as defined in writing.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 17 | 47 | 24 | 10 | 2 |

9. Internal administration of our Learning Resources program is based on staff participation in policy, procedural, and personnel decisions.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 22 | 59 | 12 | 5 | 2 |

10. Budget planning and implemention of our Learning Resources program is the responsibility of our chief administrator.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 22 | 51 | 14 | 10 | 3 |

11. The accumulation of pertinent statistics and maintenance of adequate records is a management responsibility.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 30 | 58 | 8 | 2 | 2 |

12. Adequate management includes the preparation and dissemination of information to our administration, faculty, and students concerning activities, services and materials.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 46 | 51 | 1 | 0 | 2 |

13. Responsibilities for all learning resources and services are assigned to a central administration unit.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 29 | 32 | 24 | 13 | 2 |

Budget

14. Our Learning Resources program budget is a function of program planning. It is designed to implement the realization of our institutional and instructional program objectives.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 17 | 46 | 29 | 7 | 1 |

15. Budget planning for our Learning Resources program reflects our campus-wide instructional material needs, is initiated by the administrative head, and is changed in consultation with him.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 14 | 41 | 27 | 15 | 3 |

16. Separate categories are maintained in the Learning Resources budget for salaries, student wages, purchase and rental of all types of materials and equipment, production of instructional materials, supplies and contractual services (including data processing services), repairs, replacement and new equipment, travel of staff to professional meetings, and other related items.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 40 | 51 | 7 | 0 | 2 |

Instructional Systems Components

17. The chief administrator of our Learning Resources program is selected on the basis of acquired competencies which relate to the purpose of the program, educational achievement, administrative ability, community and scholarly interests, professional activities, and service orientation.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 29 | 47 | 15 | 7 | 2 |

18. The administrative (or supervisory) heads of our separate Learning Resources Units are selected on the basis of their expertise in and knowledge of the function and role of the particular Learning Resources Unit which they manage and to which they give leadership.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 24 | 61 | 13 | 0 | 2 |

19. A well-qualified, experienced staff is available in sufficient numbers and areas of specialization to carry out adequately the purposes and objectives of our Learning Resources program.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 12 | 30 | 39 | 19 | 0 |

20. Planning of new or expanded facilities is accomplished with the participation and concurrence of our chief administrator in all details and with wide involvement of users and staff.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 17 | 44 | 24 | 13 | 2 |

21. The physical facilities devoted to our Learning Resources and our Learning Resources Units are planned to provide appropriate space to meet institutional and instructional objectives and are sufficient to accomodate the present operation as well as reflect long-range planning to provide for anticipated expansion, educational and technological change.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 22 | 27 | 27 | 24 | 0 |

22. Necessary instructional equipment is available at the proper time and place to meet our institutional and instructional objectives.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 17 | 58 | 20 | 5 | 0 |

23. Materials are selected, acquired, designed, or produced on the basis of institutional and instructional objectives developed by our faculty, students, and administration in cooperation with Learning Resources.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 20 | 51 | 24 | 3 | 2 |

24. Representative works of high caliber which might arouse intellectual curiosity, counteract parochialism, help to develop critical thinking and cultural appreciation, or stimulate use of the resources for continuing education and personal development are included in our collection even though they do not presently meet direct curricular needs.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 15 | 70 | 10 | 3 | 2 |

25. Cooperative arrangements for sharing of resources are developed by our college with other institutions and agencies in the community, region, state, and nation.

| Strongly Agree | Agree | Disagree | Strongly Disagree | No Answer |
|---|---|---|---|---|
| 19 | 64 | 10 | 7 | 0 |

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LOS ANGELES

AUG 9 1973

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